





















Year: One		Term: Autumn		Teaching focus: HISTORY - When we were young...			
Prior learning :				Prior vocabulary:			
CHildren have learnt that some events happened a long long time ago such as remembrance day. Children can talk about people and things that are important to them.				Hard, soft, shiny, smooth, rough Old, new, a long time ago			
New key vocabulary:				Images/Pictures/Diagrams/Maps:			
timeline		A special line to place things in order from oldest to most modern		Toy Timeline			
past		Something that has already happens		Beyond Living Memory toys		Grandparent toys	
chronological		Putting things in order from oldest to most modern		Parent Toys		Toys Now	
different		Comparing to see how things are different					
similar		Comparing to see how things are the same					
Key Knowledge				Key Skills:			
1.	Our school was built over 100 years ago and has changed a lot over time. We can place this on a simple timeline.						
2.	Modern toys are bright and colourful and can be brought from the shop or the internet						
3.	Our parents' toys are <b>different and similar</b> to the toys we play with now.						
4.	Our grand-parents toys are <b>different and similar</b> to the toys we play with now.						
5.	Toy can be placed in Chronological order on a simple timeline using <b>old, older oldest</b>						
6.	Some toys are over 100 years old and are different from toys today.						


Year: 1		Term: Autumn	Teaching focus: Geography- Welcome to Wimboldsley	
Prior learning :			Prior vocabulary:	
Children have talked about the features of their own homes and schools. They have completed some simple fieldwork and made simple maps			home	A place where you live
			road	What we travel on to get to school
New key vocabulary (taken from Subject teams documentation):			Images/Pictures/Diagrams/Maps:	
Local Area	Is the place that you live and the places that you recognise.			
Map	A picture of an area showing human and physical features.			
Human Features	Are man-made like buildings, shops roads, train tracks and bridges.			
Physical Features	Are natural like a river, fields and trees.			
Village	A small place where people live with some houses			
Key Knowledge (in teaching order with corresponding subject specific skills)			Key Skills:	
1.	There are many features we can see in our school grounds - trees, buildings, fields, houses, gates, fences. signs			
2.	Features we see around us can be human or physical features			
3.	Wimboldsley is a small village in England. We all live near Wimboldsley			
4.	The land around Wimboldsley is mainly farm fields. There are some houses and Hopley House Shops in Wimboldsley			
5	Places can be described using directional language - near, far, left right			
6	Places can be represented on a simple map using symbols in a key			

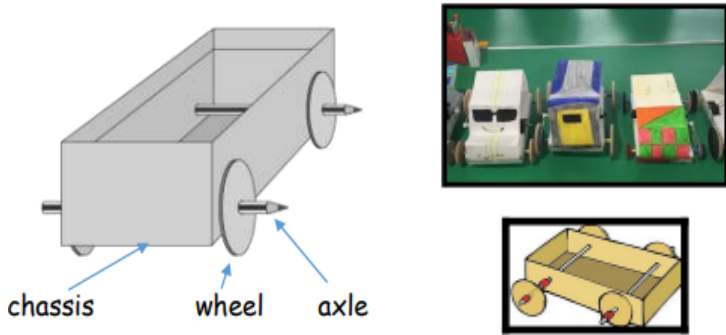

Year: One		Term: Autumn	Teaching focus: Science- Everyday Materials	
Prior learning :			Prior vocabulary:	
In reception children had opportunities to explore the natural world, make observations and talk about similarities and differences in relation to objects and materials.			Hard, soft, shiny, smooth, rough	
New key vocabulary:			Images/Pictures/Diagrams/Maps:	
material	A <b>material</b> is what the object is made from e.g. a table is made from <b>wood</b> .		<div><div><p>paper</p></div><div><p>wood</p></div><div><p>plastic</p></div><div><p>glass</p></div><div><p>metal</p></div><div><div>Wood is a <b>strong</b> material</div><div><p>bridge table chair</p></div></div><div><div>Plastic is a <b>waterproof</b> material</div><div><p>umbrella water bottle raincoat</p></div></div></div>	
plastic	Plastic can be <b>rigid</b> or <b>bendy</b> .			
metal	Metal is <b>strong</b> and <b>shiny</b> .			
glass	Glass is <b>hard</b> and <b>transparent</b> .			
wood	Wood is <b>hard</b> and <b>strong</b> .			
transparent	<b>Glass</b> is <b>transparent</b> . You can <b>see through</b> it.			
opaque	Not see through.			
waterproof	Something that <b>keeps water out</b> .			
bendy	A material that can be moved to change shape.			
rigid	It is stiff and <b>does not bend</b> .			
Key Knowledge			Key Skills:	
1.	There are lots of different everyday materials- such as <b>Metal, Wood, Plastic, Glass and stone</b>		<div>Asking questions Asking questions that can be answered using a scientific enquiry.</div> <div>???</div>	
2.	Materials have different properties - such as <b>rigid, transparent, flexible, waterproof, absorbent</b> ,		Investigation: What happens to a dishcloth when it gets wet? (making a prediction)	
3.	Some materials are <b>waterproof</b> and some are <b>absorbent</b> . We can test these and record our results in a table		Investigation: Is it waterproof or absorbent? (recording a table)	
4.	Some materials are <b>transparent</b> and some materials are <b>opaque</b> . We can test different materials to check this.		Investigation: Can we see through it?	

5.	We can use our knowledge of different materials to make a warm coat.	Investigation: Which material makes the warmest coat?	
6.	We can draw conclusions about what we have found out.		



Year: 1		Term: Autumn		Teaching focus: Art - Drawing	
Prior learning :			Prior vocabulary:		
In reception the children have explored their mark making skills to rehearse and refine using lines and curves to create simple representations of familiar objects and people.			mark	Lines and shapes drawn on a page	
			picture	Creating an image of something	
New key vocabulary (taken from Subject teams documentation):			Images/Pictures/Diagrams/Maps:		
line	Continuous marks on a page that can be different shapes		<div></div> <div></div> <div>Romero Britto</div> <div>(Contemporary)</div>		
light	Pale lines that are harder to see				
dark	Bold lines that stand out				
thick	Thick lines are bold and make a statement.				
thin	Thin lines are used to show detail and softness in image				
Key Knowledge (in teaching order with corresponding subject specific skills)			Key Skills:		
1.	Lines can be lighter or darker depending on the pressure put on them		<div></div> <div></div> <div></div> <div></div>		
2.	Lines can be different sizes and thicknesses				
3.	There are different types of lines - straight, wobbly, spiral, looped and zig zag lines.				
4.	Lines can be used to show texture and shade				
5	Romero Britto is an artist that uses different lines in work				
6	Pencils, pens and crayons can be used to create artwork in the style of Romero Britto				

Year: 1      Term: Autumn 1      Teaching focus: Music- Pulse and Rhythm- All About Me		
Prior learning :		Prior vocabulary:
<p>In EYFS, children explored different types of sounds and how they could use everyday objects to make sounds. Children used their bodies to make sounds, clicking, clapping and stamping. Children could follow/copy the teachers rhythms.</p> <p>Pop music usually has a strong pulse which means it is easy to dance 'in time' with the music. It often has a simple melody that is easy to sing along to.</p>		sound
		A noise you can hear
		fast
		With speed. quickly
		slow
		Without speed
		beat
		A blow or a stroke made again and again
New key vocabulary (taken from Subject teams documentation):		Images/Pictures/Diagrams/Maps:
rhythm	A pattern of long and short sounds	
pulse	The heartbeat of the music. Sometimes called the 'beat'.	
In time	Clapping, dancing, singing or marching at the same speed as the music	
Body percussion	You can use your body as an instrument to play in time with the music too.	
Key Knowledge (in teaching order with corresponding subject specific skills)		Key Skills:
1.	To know that rhythm means a pattern of long and short notes.	<p>Recognising and understanding the difference between pulse and rhythm.</p> <p>Describing the character, mood, or 'story' of the music they listen to (verbally or through movement).</p> <p>Listening to and repeating short, simple rhythmic patterns.</p>
2.	To know that pulse is the regular beat that goes through music.	<p>Listening and responding to other performers by playing as part of a group.</p> <p>Combining instrumental and vocal sounds within a given structure.</p>
3.	To understand that the pulse of music can get faster or slower.	<p>Using their voices expressively to speak and chant.</p> <p>Singing short songs from memory, maintaining the overall shape of the melody and keeping in time.</p>
4.	To know that a piece of music can have more than one section, e.g. a verse and a chorus.	<p>Maintaining the pulse (playing on the beat) using hands, and tuned and untuned Instruments. Copying back short rhythmic and melodic phrases on percussion instruments.</p>

Year: 1		Term: Autumn	Teaching focus: D/T Moving Vehicles	
Prior learning :			Prior vocabulary:	
IN EYFS, children have explored joining different materials together in different ways - such as junk modelling. They have had opportunities to play with moving vehicles and have seen wheels and axles in action.			make	Combining things together to make a product
			fix	Joining materials together.
New key vocabulary:			Images/Pictures/Diagrams/Maps:	
vehicle	thing used for transporting people or goods			
wheel	circular object that revolves on an axle and is fixed below a vehicle or other object to enable it to move easily over the ground			
axle	A rod or spindle passing through the centre of a wheel			
chassis	Base frame of a wheeled vehicle			
body	The outer shell of a car			
dowel	Wooden rod used for making the axles			
Key Knowledge			Key Skills:	
1.	Lots of moving vehicles have <b>wheels</b> fixed to an <b>axle</b> to make them move. The axle needs to move freely in the <b>chassis</b> . The outer part of the vehicle is the <b>body</b> .			
2.	<b>Axles</b> can be created in different ways - using straws, pegs or card. <b>Wheels</b> can be fixed to axles to create a rotating movement.			
3.	<b>Designers</b> create a design using a design criteria to plan a product. Materials and tools can be labelled.			
4.	<b>Designers</b> select, cut and fix different materials together following a design plan to create a simple product that moves.			
5.	Designers think about how they can improve their product throughout the creative process			

